



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2330 W. 28th Street, Yuma, AZ 85364

Az-Tec High School

AZ LEARNS¹

High School Achievement Profile ^(a)

2004-05	Performing
2003-04	Performing
2002-03	Alternative School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status ^(b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Ms. Linda F. Munk M.Ed.
 Schedule : 07:30 AM to 04:00 PM
 Grades : 9-12
 2005 Enrollment : 100
 Web Address :
 Phone Number : (928) 314-1900
 Fax Number : (928) 726-2826
 E-mail : lmunk@courts.sp.state.az.us

Mission

An Alternative Charter High School, Az-Tec High School is sponsored by the Yuma County Juvenile Justice Center. Students served include those currently involved with Juvenile Probation services, as well as other students who may need a more structured school environment. Students wear a school uniform, and attend school 6 hours per day for 4 days per week.

Students are encouraged to persist to graduation, to set and meet personal goals, and are encouraged to pursue higher education.

School / Academic Goals

- ü To provide quality, state standards-aligned curriculum, using computer-assisted and traditional instructional methods, in order to prepare students for high school graduation, and beyond.
- ü To provide an opportunity for students to learn appropriate work place skills.
- ü To provide students with the academic skills necessary for admission to, enrollment in, and successful completion of, community college level studies.
- ü To provide an opportunity for students to develop skills for independent living, and successful transition to the world of work.

Enrollment

October 1, 2004 School Year Student Enrollment : 105
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 110

Instructional Programs

- Ü Alternative Education
- Ü Computer-Assisted Instruction
- Ü Special Education
- Ü Life Skills
- Ü Career Education

Calendar Information

Number of Instruction Days :	150
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Az-Tec High School is committed to providing high quality education to all students in academic subjects, life skills, and career preparation programs. Students are encouraged to persist to graduation, and to pursue higher education.

Parents

Parents have made a commitment to send their students to school each day; to provide appropriate meals; to provide proper clothing; to attend all meetings involving the student; and to support the mission and goals of the school.

Transportation Policy

Transportation is provided for students who live further than one mile from school, with a cut-off limit of 8 miles from the school. Transportation is a privilege, and students are expected to follow Az-Tec High School's Bus Conduct Rules.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Teacher of the Quarter	2004
Ü Education Staff of the Quarter	2005
Ü Yuma County Juvenile Justice Center Program of the Year	2004
Ü NIE Teacher of the Year	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	32	32	69846	100	100	100	649	649	699	84	84	21	11	11	11	5	5	49	0	0	18
All Students (Prior Year)	22	22	65934	100	100	100	455	455	492	86	86	43	10	10	18	5	5	24	0	0	15
Female	13	13	34328	100	100	99	649	649	702	78	78	19	22	22	12	0	0	51	0	0	18
Male	19	19	35509	100	100	100	649	649	696	90	90	23	0	0	11	10	10	48	0	0	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	24	24	23363	100	100	100	652	652	680	79	79	32	14	14	16	7	7	45	0	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	NC	NC	36421	NC	NC	99	NC	NC	714	NC	NC	12	NC	NC	8	NC	NC	54	NC	NC	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	30	30	62220	100	100	99	650	650	712	82	82	16	12	12	11	6	6	53	0	0	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	21	21	21421	91	91	92	649	649	686	83	83	35	17	17	15	0	0	43	0	0	7
Non-Economically Disadvantaged	11	11	48489	100	100	100	649	649	704	86	86	15	0	0	10	14	14	52	0	0	23

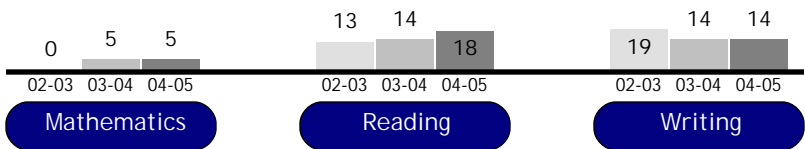
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	33	71311	100	100	100	646	646	694	14	14	7	68	68	21	18	18	63	0	0	9
All Students (Prior Year)	22	22	68162	100	100	100	465	465	509	55	55	18	32	32	24	14	14	51	0	0	8
Female	17	17	34899	100	100	100	644	644	700	27	27	5	55	55	19	18	18	66	0	0	10
Male	16	16	36430	94	94	100	649	649	688	0	0	9	82	82	22	18	18	61	0	0	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	25	25	24056	100	100	100	652	652	672	6	6	13	69	69	31	25	25	53	0	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	NC	NC	36841	NC	NC	99	NC	NC	713	NC	NC	3	NC	NC	12	NC	NC	72	NC	NC	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	28	28	63379	97	97	100	648	648	707	11	11	5	67	67	18	22	22	68	0	0	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	26	26	22243	96	96	93	645	645	677	17	17	14	67	67	32	17	17	51	0	0	3
Non-Economically Disadvantaged	NC	NC	49157	NC	NC	100	NC	NC	702	NC	NC	4	NC	NC	16	NC	NC	69	NC	NC	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	32	32	70868	97	97	100	645	645	688	10	10	5	76	76	23	14	14	63	0	0	9
All Students (Prior Year)	22	22	67629	100	100	100	450	450	524	73	73	22	14	14	16	14	14	59	0	0	3
Female	16	16	34710	100	100	99	650	650	697	0	0	3	90	90	19	10	10	66	0	0	12
Male	16	16	36176	94	94	100	640	640	678	18	18	7	64	64	27	18	18	59	0	0	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	24	24	23868	96	96	100	651	651	670	7	7	9	73	73	33	20	20	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	NC	NC	36710	NC	NC	99	NC	NC	702	NC	NC	2	NC	NC	15	NC	NC	69	NC	NC	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	27	27	63054	93	93	99	651	651	701	12	12	3	71	71	20	18	18	67	0	0	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	25	25	21994	93	93	92	651	651	673	6	6	10	76	76	36	18	18	52	0	0	3
Non-Economically Disadvantaged	NC	NC	48960	NC	NC	100	NC	NC	694	NC	NC	3	NC	NC	18	NC	NC	67	NC	NC	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	15	15	41	100	15	NA	42	100	23	23	51
	Language	100	12	12	42	100	12	12	42	100	23	23	50
	Mathematics	100	22	22	60	100	23	23	63	89	24	24	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council	
Council Composition	Council Duties
School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06			
Position	Number	Position	Number
Administrator	1.00	Teacher	6.00
Other Professional Staff	.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	0	2	1	0
7 to 9 years	0	0	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) School Year 2004-05	
Core academic classes taught by Highly Qualified (NCLB) teachers.	24
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	16%
Percent of core classes not taught by Hightly Qualified Teachers	58%

Resources Available at School Site
Special Facilities

Extracurricular Activities
Ü Student Council
Ü VICA

Social Services
Ü Multi-agency Support
Ü Legal Services
Ü Drug Court

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü Students receive recognition for participation in school activities for the benefit of all Az-Tec High School students.

ü Students receive Honor Roll recognition for academic achievement.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	91	95	94	95
Transfers Out Rates ⁵	72	12	12	17
Transfers In Rate ⁶	206	28	28	37
Stability Rate ⁷	27	87	87	82
Promotion Rate ⁸	39	96	95	81
Retention Rate ⁹	7	1	1	3
Dropout Rate ¹⁰	39	0	1	6
Status Unknown ¹¹	18	0	1	4
Graduation Rate ¹²	41	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Az-Tec High School promotes tolerance through activities centered on diversity, prevention, and appropriate, responsible behavior. Students wear uniforms, and are expected to follow the Student Code of Conduct. When violations requiring the intervention of law enforcement occur, police are notified, and appropriate consequences, up to and including suspension/expulsion, are applied.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

37

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Linda F. Munk	(928) 314-1900
Community Resources	Linda F. Munk	(928) 314-1900
School Nutrition Programs		
Parent Organization	Linda F. Munk	(928) 314-1900
Student Health/Nurse		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.